



## ST JOHN'S ELEMENTARY

140 Park Street  
Darlington, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	646 Students	
<b>Principal</b>	Jean B. Taylor	843-398-2350
<b>Superintendent</b>	Dr. Rainey Knight	843-398-5200
<b>Board Chair</b>	Connell Delaine	843-332-2852

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good</b>
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

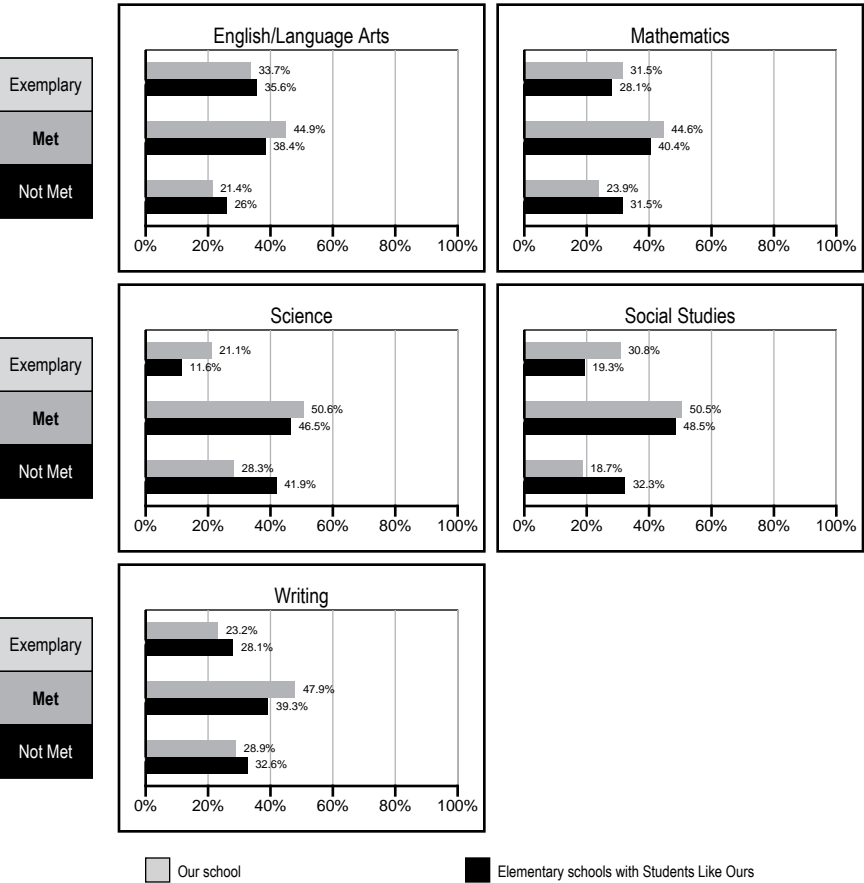
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	13	99	11	1

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=646)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.8%	Down from 3.9%	1.5%	1.2%
Attendance rate	95.6%	Down from 96.1%	95.7%	96.1%
Eligible for gifted and talented	3.6%	Up from 3.0%	9.8%	11.7%
With disabilities other than speech	6.8%	Down from 9.7%	9.0%	8.0%
Older than usual for grade	0.8%	Down from 1.0%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	55.3%	Up from 48.8%	60.0%	60.5%
Continuing contract teachers	84.2%	Up from 74.4%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.7%	Up from 82.2%	87.5%	87.0%
Teacher attendance rate	94.8%	Up from 94.4%	94.8%	95.4%
Average teacher salary*	\$47,190	Up 2.4%	\$46,780	\$47,288
Professional development days/teacher	15.9 days	Up from 15.7 days	11.2 days	10.5 days
<b>School</b>				
Principal's years at school	19.0	Up from 18.0	4.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 22.9 to 1	19.3 to 1	19.2 to 1
Prime instructional time	89.4%	Down from 89.8%	89.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,405	Down 7.6%	\$7,606	\$7,548
Percent of expenditures for instruction**	66.1%	Down from 70.1%	67.5%	68.7%
Percent of expenditures for teacher salaries**	63.9%	Down from 65.8%	64.5%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

St. John's Elementary, a Title I school, had a productive 2009-2010 school year. The school worked collaboratively with parents and the community to promote excellence in academics, athletics, attendance, attitude, and the arts. Balanced literacy instruction, Read Well and Soar to Success literacy groups, workstations, math RIT band groups, Accelerated Reader, Waterford, Wilson, Success Maker and Compass Lab programs encouraged our students to become independent readers and mathematicians. Fifty-two students were invited to attend the All A Banquet. Honor Roll students were recognized quarterly. Twenty-five fifth grade students were inducted into the Junior Beta Club. Thirty-one students had perfect attendance during the 2009-2010 school year. Individual third, fourth, and fifth grade students and kindergarten, first, and second grade classes participated in the annual science fair. A fifth grade student earned the State Writing Award. Over 200 students were inducted into the Principal's Reading Honor Roll. The student body supported the community by sponsoring the annual Christmas Canned Food Drive, the St. Jude's Math-a-thon, and the local Humane Society. Student Council Officers assisted during quarterly Spirit Day Assemblies. Student Marshals and the Flag Corp Team helped to develop students' leadership skills. The Annual Fall Festival, Spring Talent Show, and May Day celebrations provided opportunities for community involvement and participation.

Summer staff development ELA sessions helped teachers to transition to the workstation model. District-led ELA, math, and science sessions throughout the school year strengthened teacher knowledge and instruction of the standards. The school-wide PBIS Model continued to acknowledge and positively shape appropriate student behavior. Jennifer Long was selected Teacher of the Year; Georgia McNeil was chosen as Assistant of the Year; and Patricia Boatwright was selected as Educator of the Year. Morning math and reading tutorial services were provided to students. After-school Supplemental Educational Services (SES) were provided for identified K-5 students. Two computer labs provided daily ELA and math sessions for targeted students in grades 1-5.

St. John's Elementary made Adequate Yearly Progress (AYP) for the 2008-2009 school year with an Improvement Rating of Average and Absolute Rating of Average. St. John's Elementary also earned a Palmetto Silver Award from the State Department of Education for excellent results in closing the Achievement Gap. The Association of Parents and Teachers completed the Playground Project through a variety of fundraising activities. The School Improvement Council and numerous business partners worked collaboratively to improve the school. St. John's Elementary continues its tradition of excellence serving the Darlington Community since 1818.

Jean B. Taylor, Principal  
Martha M. Bridgeman, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	102	70
Percent satisfied with learning environment	94.4%	91.0%	78.8%
Percent satisfied with social and physical environment	100.0%	95.0%	85.1%
Percent satisfied with school-home relations	77.8%	86.0%	77.3%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	292	100	21.1	43.7	35.2	91.2	79.8	83.5	Yes	Yes
<b>Gender</b>										
Male	140	100	25	46.3	28.7	88.2	76.4	80.1	N/A	N/A
Female	152	100	17.6	41.2	41.2	93.9	83.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	114	100	12.6	33.3	54.1	96.4	87.6	89.6	Yes	Yes
African American	169	100	27.4	50.6	22	87.2	74	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	34.5	31	34.5	79.3	50.5	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	78.8	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	216	100	26.3	46.9	26.8	88.5	75.1	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	292	100	23.6	45.1	31.3	84.5	77.1	80.4	Yes	Yes
<b>Gender</b>										
Male	140	100	20.6	48.5	30.9	83.8	75.2	78.4	N/A	N/A
Female	152	100	26.4	41.9	31.8	85.1	79	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	114	100	9	47.7	43.2	93.7	85.8	87.8	Yes	Yes
African American	169	100	34.1	43.9	22	78	70.6	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	77.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	44.8	34.5	20.7	65.5	43.8	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	77.3	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	216	100	28.7	46.4	24.9	79.9	72	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	192	99	28.3	49.5	22.3	71.7	64.5	67.3
<b>Gender</b>								
Male	99	98	25.5	53.2	21.3	74.5	63.5	66.9
Female	93	100	31.1	45.6	23.3	68.9	65.6	67.7
<b>Racial/Ethnic Group</b>								
White	83	98.8	11.4	57	31.6	88.6	79.2	79.6
African American	102	99	40.8	44.9	14.3	59.2	53.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.8	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	63.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	21	90.5	43.8	31.3	25	56.3	31.1	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	141	99.3	35.6	48.9	15.6	64.4	56.5	55.4

**Social Studies**

All Students	191	99	18.9	50.3	30.8	81.1	69.5	70.9
<b>Gender</b>								
Male	87	98.9	13.3	55.4	31.3	86.7	68.6	70.1
Female	104	99	23.5	46.1	30.4	76.5	70.5	71.7
<b>Racial/Ethnic Group</b>								
White	71	100	8.6	47.1	44.3	91.4	79.7	79.2
African American	116	98.3	24.3	54.1	21.6	75.7	62.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	22	90.9	33.3	50	16.7	66.7	38.8	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	67.5	68
<b>Socio-Economic Status</b>								
Subsidized meals	141	98.6	24.4	54.1	21.5	75.6	63.5	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	295	97	28.7	48	23.3	71.3	65.2	72.1	95.6	95.5
Gender										
Male	142	97.2	32.6	49.6	17.8	67.4	58.3	65.2	95.3	95.2
Female	153	96.7	25	46.5	28.5	75	72.4	79.2	95.9	95.8
Racial/Ethnic Group										
White	115	98.3	17.3	49.1	33.6	82.7	76.2	80.8	94.8	94.9
African American	171	95.9	37.5	46.9	15.6	62.5	57.1	59.7	96.2	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.5	87	88.5	96.7
Hispanic	6	I/S	I/S	I/S	I/S	I/S	61.6	64.6	97.2	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	94.7
Disability Status										
Disabled	23	65.2	N/AV	N/AV	N/AV	14.3	20.5	27.7	93.9	94.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	98.1
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	61.8	63.7	98.1	97.1
Socio-Economic Status										
Subsidized meals	217	96.3	34	50.2	15.8	66	58.3	61.9	95.4	95.2

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	95	100	28.3	31.5	40.2	71.7
	4	110	100	24.8	45.9	29.4	75.2
	5	119	100	27.4	58.1	14.5	72.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	95	100	21.5	34.4	44.1	78.5
	4	91	100	22.5	42.7	34.8	77.5
	5	106	100	19.6	52.9	27.5	80.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	95	100	35.9	27.2	37	64.1
	4	110	100	16.5	54.1	29.4	83.5
	5	119	100	42.7	45.3	12	57.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	95	100	32.3	37.6	30.1	67.7
	4	91	100	10.1	50.6	39.3	89.9
	5	106	100	27.5	47.1	25.5	72.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	48	95.8	32.6	56.5	10.9	67.4
	4	109	100	26.9	55.6	17.6	73.1
	5	61	100	36.7	51.7	11.7	63.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	48	97.9	48.9	35.6	15.6	51.1
	4	91	100	18	51.7	30.3	82
	5	53	98.1	28	58	14	72
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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N/R--Not Reported

I/S--Insufficient Sample

## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	47	95.7	13.3	55.6	31.1	86.7
	4	110	100	11	56.9	32.1	89
	5	58	100	22.8	56.1	21.1	77.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	47	97.9	17.4	47.8	34.8	82.6
	4	91	100	13.5	56.2	30.3	86.5
	5	53	98.1	30	42	28	70
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	96	99	47.8	30.4	21.7	52.2
	4	112	97.3	43	41.1	15.9	57
	5	119	98.3	44.3	40.9	14.8	55.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	97	96.9	46.7	35.9	17.4	53.3
	4	90	96.7	17.4	52.3	30.2	82.6
	5	108	97.2	21.8	55.4	22.8	78.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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